

Rhode Island Department of Education  
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

Eleanor Briggs School  
March 8 – 9, 2012

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- **The Orientation Meeting** The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- **Data Analysis Meeting** The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- **Presentation by the LEA and School Site Review** The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- **The Support Plan** The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- **The SSS Report** The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***ELEANOR BRIGGS SCHOOL  
SCHOOL SUPPORT SYSTEM REVIEW  
March 8 – 9, 2012***

***REVIEW TEAM***

***Jane Keane and Susan Wood***

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<i>The RIDE, Office of Student, Community &amp; Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.</i>			
Result	1	<p><b>Program Overview</b></p> <p>Eleanor Briggs School, part of the Kent Center, is a clinical 225 day certified special education program which provides comprehensive academic, pre-vocational and clinical day treatment services and supports for students ages 5-18 with severe emotional and/or behavioral challenges.</p> <p>The Briggs School additionally provides a 45 day psychoeducational diagnostic assessment, for students experiencing social emotional behavioral health challenges within a public school setting requiring a comprehensive out of district clinical review. Within this time frame Briggs clinical faculty, special educators and staff will complete evaluations, diagnoses determination, classroom observations, behavior analysis, psychotherapy along with formulations and recommendations.</p> <p>Currently the Briggs School and the Kent Center have initiated a community partnership with the West Warwick School Department. Three specialized academic behavioral health programs have been established.</p> <p>(1) A behavioral based educational high school program for students experiencing behavioral health challenges and students at risk of dropping out of school.</p> <p>(2) A master's level clinical consultation service for two elementary schools that provide behavioral intervention programs (the K-3 behavioral program at Wakefield Hills Elementary School and the 3-5 behavioral program at Greenbush Elementary School) with the support of a child psychiatrist on a monthly basis.</p> <p>(3) An extended school year (ESY) program for eligible students K- middle school experiencing behavioral health challenges.</p> <p>Eleanor Briggs School a service of The Kent Center provides the following services and supports overall for their students and their families:</p>	<p>IDEA Overview</p> <p>Data Analysis</p> <p>Interviews</p> <p>Observation</p>		

		<ul style="list-style-type: none"> <li>• Psychiatric evaluation &amp; follow up Services</li> <li>• Individualized academic instruction</li> <li>• Medication monitoring/management</li> <li>• Behavioral intervention &amp; support</li> <li>• Daily group therapy</li> <li>• Family therapy</li> <li>• Educational diagnostic assessments</li> <li>• 24 – hour crisis intervention</li> <li>• Family education workshops</li> <li>• Case management services</li> <li>• Clinical after-care services</li> <li>• Resources of the Kent Center</li> </ul>			
Result	2	<p><b>Use of student assessment and performance data to inform instructional and behavioral practices</b></p> <p>The intake assessments at Briggs School along with the IEP process are responsive to each student's strengths and specific needs. All students who enter Eleanor Briggs School are provided both clinical and educational assessments to assure appropriate academic and behavioral services and supports in the development of student IEPs and clinical treatment plans. IEP's are developed for each student within 45 days of admission. As a part of the psychiatric assessment, students requiring medication can be monitored by the child psychiatrist if families choose this option as a part of the overall program.</p> <p>There are currently two multi-disciplinary daily team debriefing meetings (Briggs I &amp; Briggs II) established at the school. The debriefing teams are comprised of a psychotherapist/clinician (designated daily debriefing team leader and meeting chair), special educators, teacher assistants, technical assistants and consultants that provide specialized instruction and clinical/behavioral management strategies and supports with the specific student groups and/or levels. Each team works collaboratively to assure student progress academically and behaviorally.</p> <p>The teams meet every day to debrief individual student academic and behavioral performance through analysis of data gathered through a D-A-P (data – assessment – plan) style progress notes collected throughout the day. This process informs clinical treatment planning along with instructional and behavioral management strategies.</p> <p>Quarterly progress reports reflecting students' academic and therapeutic progress is provided to parents, local educational agency (LEA), educational advocates and state agencies with which the students may be involved. Student reports include academic</p>	<p>IDEA Overview</p> <p>Data Analysis</p> <p>Interviews</p> <p>Observation</p>		

		<p>grades, student effort along with teacher comments. Clinical reports are additionally provided encompassing all relevant data and formulations. Both academic and clinical progress is aligned to students' IEPs.</p> <p>In addition school faculty are engaged in analyzing student data such as the Woodcock Johnson III, the NECAP, teacher generated assessments, student work and performance along with classroom observations to discuss student placement, instructional strategies and cross content area planning.</p> <p>Administration, faculty and staff additionally meet through common planning opportunities, faculty meetings, special education department meetings and team building activities on an ongoing basis to plan effectively for the whole school community.</p>			
Result	3	<p><b>Instructional Strategies</b></p> <p>Throughout the Eleanor Briggs School there were examples of student centered, teacher facilitated technology supported differentiated instruction, modeling, cooperative learning, posted agendas and student work along with homework assignments, and journal writing all aligned to the GLE's and GSE's. Briggs School has aligned their curriculum with the Warwick School Department.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	4	<p><b>Social Emotional Resources and Supports</b></p> <p>Students attending the Eleanor Briggs School participate in a comprehensive behavior management point system supporting and enhancing positive behavioral choices. Students engage in a reality based concrete decision making model that reinforces appropriate behavioral decisions along with the understanding of consequences. The model provides immediate written and verbal feedback based upon each student's specific behavioral/social emotional goal identified within their IEP and clinical treatment plan.</p> <p>The behavioral management daily point protocol, systemically addresses each student's day starting with the bus/am points, to each 40 minute interval, which includes being in place and ready, being on task and effort, using appropriate language, following directions and overall good behavior. Issues such as time out and critical incidences are additionally taken into account and documented for the day's analysis. The multi-disciplinary team works collaboratively in assisting and assuring each students progress is based on the data collected through this protocol.</p>	IDEA Overview Data Analysis Interviews Observation		
Result	5	<p><b>Clinical Supports and Services</b></p> <p>Masters level clinicians provide therapeutic opportunities and support throughout the</p>	IDEA Overview Data Analysis		

		<p>school day for students. Daily group counseling is provided based on relevant, social emotional development, skills, peer relationships and grade level along with art and play therapy. Each student participates in individual counseling weekly. Additionally the clinicians are the chair person/team leader of multi-disciplinary team daily debriefing meetings (i.e. Briggs I &amp; Briggs II).</p> <p>Clinicians are the case manager for their assigned students. Responsibilities include the overall management of therapeutic services and supports the students and their families receive, assisting students with vocational and transition activities including working with students and local college personnel, Office of Rehabilitation Services and/or other community connections as appropriate.</p> <p>Clinicians are the first line of communication with families and community agencies. Clinicians are in contact with families daily to provide support, clarity of treatment planning for their children and referral for community support and resource opportunities. As appropriate, clinicians will provide family therapy.</p> <p>Students returning to their home school community are provided after care support and advocacy by the student's clinician for up to 8 weeks or more if necessary. All transition planning for the LEA, including IEP development, consultation for faculty to address classroom behavioral supports and intervention with continued visits as appropriate is provided at no additional cost.</p>	Interviews Observation		
Result	6	<p><b>Program Continuum</b></p> <p>The academic program at Eleanor Briggs School is individualized and tailored to each student's academic strengths and needs. The academic structure currently provides specialized instruction for elementary, middle and high school level students. Class size is limited to seven to eight students with a certified special educator, a bachelor degree level teacher assistant along with the student's clinician (who may participate during instructional time as appropriate). Special educators facilitate instruction through co-teaching and collaboration across content areas and grade levels.</p> <p>The elementary model is facilitated by two special educators, a teacher assistant and the student's clinician. Special educators co-teach and collaborate on all aspects of the curriculum. Students can move within two classroom settings to receive their specific content area subjects. Elementary level students engage in all appropriate content areas along with art, keyboarding and physical education.</p> <p>There are two middle level classroom settings (lower middle and upper middle) supporting students by age and ability. Each setting is supported by a special educator,</p>	IDEA Overview Data Analysis Interviews Observation	<p>The Eleanor Briggs School Administration in collaboration with the Special Education Coordinator will restructure the middle level continuum to reflect appropriate student age range and academic ability.</p> <p>Timeline: Immediately and on going</p> <p>Progress Check: June 2012</p>	The middle level has been restructured and reviewed with staff. Issue resolved.



		<p>teacher assistant and the students clinician. Special educators collaborate across content areas as appropriate for ELA, reading, math, science and social studies. Students additionally participate in physical education, health, art and computer science.</p> <p>The lower middle classroom currently has eight students with one student requiring the RI Alternate Assessment.</p> <p>The upper middle and high school program is facilitated by two special educators, two teacher assistants along with the clinician as appropriate. Each special educator provides cross level instruction in either math, science, ELA, reading and social studies. Students additionally receive pre-vocational education, physical education, health, art and computer science.</p> <p>Due to the unique nature of The Briggs School as an alternative learning environment, policies have been established to assure comprehensive Proficiency-Based Graduation Requirements (PBGR) aligned to the Expectations for student learning and the GSE's are coordinated and managed for eligible students. The policies additionally address students' rights, students with special considerations, repeating students and an appeal process.</p> <p>PBGR's include the following:</p> <ul style="list-style-type: none"> <li>• End of the course exams (which include content based performance and performance assessment).</li> <li>• A graduation portfolio (which contains two entries from all content areas). The entire portfolio will demonstrate proficiency in each of Briggs' core academic subjects in addition to showing proficiency in the skills and expectations deemed essential for success in the real world.</li> <li>• One entry (at least) per year that demonstrates student's technology abilities.</li> <li>• Fifteen (15) hours of community service annually along with documentation of individual reflections related to the experience.</li> </ul> <p>As appropriate, students may participate with their home school community in extracurricular activities as determined by academic, social emotional and behavioral progress aligned to treatment planning and individual education plans.</p>			
Result / Compliance	7	<p><b>Partnership Program</b></p> <p>The Kent Center and Briggs School recently created an educational partnership with the West Warwick School Department to provide a specialized program for up to 15 West Warwick high school students experiencing emotional and behavioral difficulties, with significant risk of dropping out and requiring a less restrictive placement (other than a</p>	IDEA Overview Data Analysis Interviews Observation	The Eleanor Briggs School administrators (general and special education) work in conjunction with the	Administrators have worked closed with West Warwick to established a

		<p>clinical day program) with a school to work focus. The Briggs At Maisie Quinn "B@M" program became operational for the 2010-2011 school year. Currently many aspects of the program are emerging. The referral process to this program is unclear. Cross program planning along with documentation was not evident in central file. (RI Regulations 300.129(e)(2)(i))</p> <p>The program is facilitated through a Psychoeducational Treatment Team approach supporting student's individual strengths and needs academically, behaviorally and vocationally. The treatment team is comprised of the program coordinator/clinical therapist, special educators, teacher assistants and the vocational specialists.</p> <p>There are currently 14 West Warwick High School students participating in the B@M program. Special educators provide specialized instruction across grade levels (9<sup>th</sup> through 12<sup>th</sup>) within two classroom settings. All students receive instruction in ELA, math, reading, science and social studies along with physical education/health.</p> <p>All credits earned at B@M are emerging to be equivalent to those earned at West Warwick High School. However, curriculum alignment has not yet been established. Access to text, current content area curriculum, electronic portfolios and clarity of PBGR expectations are unclear.</p> <p>The team meets daily to debrief individual student academic, behavioral and vocational performance through analysis of data gathered throughout the day. This process informs clinical treatment planning along with addressing instructional strategies, behavioral management and vocational opportunities.</p>		<p>West Warwick School Department to ensure a comprehensive formalized program referral protocol with specific policies and procedures for students entering and exiting the "B@M" program.</p> <p>In addition curriculum alignment will be established to meet the West Warwick School Departments required PBGR expectations for graduation.</p> <p>Timeline: Immediately and on going</p> <p>Progress Check: October 2012</p>	<p>formalized referral protocol structure as well as an alignment of the curriculum to the PBGR expectations. Issue resolved.</p>
Result	8	Required related services are provided by a student Local Education Agency per the students IEP.	IDEA Overview Data Analysis Interviews		
Result	9	<p><b>ESY</b></p> <p>The Eleanor Briggs School program includes extended school year (ESY) academic services and supports for eligible students (typically runs 225 days). Along with the ESY program, summer activities may include arts &amp; crafts, independent living skills, introduction to keyboard and guitar playing, team Briggs (social skills/ team building), print shop (using computers), Briggs beautification, gardening and ceramics. The summer programming is re-designed annually to meet student interest and opportunities. Students additionally have access to the athletic field and swimming pool on-site.</p> <p>The Briggs School partnership with the West Warwick School Department additionally</p>	IDEA Overview Data Analysis Interviews		

		provides an extended school year (ESY) program for eligible students K-middle school experiencing behavioral health challenges.  LEA's additionally contract with the Eleanor Briggs School to provide ESY services and supports for eligible students.			
Result	10	<b>School Removals/Disciplinary Policies (secondary level)</b> Behavioral expectations along with disciplinary action protocols and policies are comprehensively defined in a student parent handbook.	IDEA Overview Data Analysis Interviews Observation		
Result	11	<b>Family Engagement</b> The Eleanor Briggs School provides a number of opportunities for family support and communication. Parents, guardians and/or educational advocates of students enrolled at Eleanor Briggs School have access to all staff on a daily basis through communication logs, phone/email contacts and the Kent Center as needed. A newsletter is produced monthly along with opportunities for participation in support groups, workshops and social events sponsored by the school.	IDEA Overview Data Analysis Interviews Observation		

<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	Records of approximately six students were reviewed prior to the on-site review by the team leader. The record review process identified a number of areas with emerging accuracy. Information on the IEP's addressing performance, goals, objectives and progress monitoring were not documented as measurable and/or quantifiable. IEPs addressing transition planning including vocational assessment outcomes were incomplete. Consistency across programs in design, purpose, documentation and referral was unclear.  <i>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</i>	IDEA Overview Data Analysis Interviews Observation	Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.  The Eleanor Briggs School Administration in collaboration with the	Issues resolved.

				<p>Special Education Coordinator will provide IEP training for all appropriate faculty and establish a records monitoring component.</p> <p>Timeline: Immediately and on going</p> <p>Progress Check October 2012</p>	
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3. IDEA TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	The Briggs School facilitates both the O Net and the Transition Planning Inventory (TPI) for students 14 years and older to inform students IEPs in addition to exploring career interest, vocational and higher education opportunities.	IDEA Overview Data Analysis Interviews		
Result	2	The "B@M" program vocational specialist is currently investigating career interest inventories and vocational assessments to best meet the needs of the program specific student population. The O Net and the TPI are being utilized currently to identify student's interest and to inform both the (IEP) and employment options planning strategies. This process is emerging.	IDEA Overview Data Analysis Interviews Observation	<p>The Eleanor Briggs School Administration in collaboration with the Special Education Coordinator will establish with the West Warwick School Department clear expectations and alignment of transition activities and opportunities for students.</p> <p>Timeline: Immediately and on going</p> <p>Progress Check: September 2012</p>	Administrators has collaborated with the West Warwick Public School and developed a formal alignment of transition activities and opportunities for students. Issue resolved.

Result	3	<p>For Eleanor Briggs students participating in the high school program, alignment to their LEA Proficiency-Based Graduation Requirements are established to assure students have access and opportunity to receive a high school diploma from their home school community. Planning is coordinated for the specific alignment to provide continuity for students as they enter and/or exit the program to return to their home school/LEA.</p> <p>As noted earlier in this report (Section 1 FAPE / Continuum) policies have been established by Briggs School to assure comprehensive Proficiency-Based Graduation Requirements aligned to the expectations for student learning and the GSE's are coordinated and managed for eligible students.</p> <p>PBGR's include the following:</p> <ul style="list-style-type: none"> <li>• End of the course exams (which include content based performance and performance assessment).</li> <li>• A graduation portfolio (which contains two acceptable entries from all content areas. The entire portfolio will demonstrate proficiency in each of Briggs' core academic subjects in addition to showing proficiency in the skills and expectations deemed essential for success in the real world.</li> <li>• One entry (minimum) per year that demonstrates student's technology abilities.</li> <li>• 15 hours of community service annually along with documentation of individual reflections related to the experience.</li> </ul>	IDEA Overview Data Analysis Interviews Observation		
Result	4	Office of Rehabilitative Services (ORS) referrals as appropriate are facilitated by a student's clinician.	IDEA Overview Interviews Document Review		
Result	5	For eligible students a Summary of Performance (SOP) is developed by the Coordinator of Special Education and provided to the student upon graduation.	IDEA Overview Interviews Document Review		